

Guidelines for Managing Challenging Behaviour in Pre-School Settings

INTRODUCTION

These guidelines set out strategies for pre-school settings on managing children whose behaviour presents a risk to themselves and/or others and significantly impacts on the smooth running of the setting.

The EYFS Statutory Guidance 2014 states:

- Providers are responsible for managing children’s behaviour in an appropriate way.
- Providers must not give corporal punishment to a child.
- Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence.
- A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary.
- Providers, including child-minder’s, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.
- Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child’s well-being.

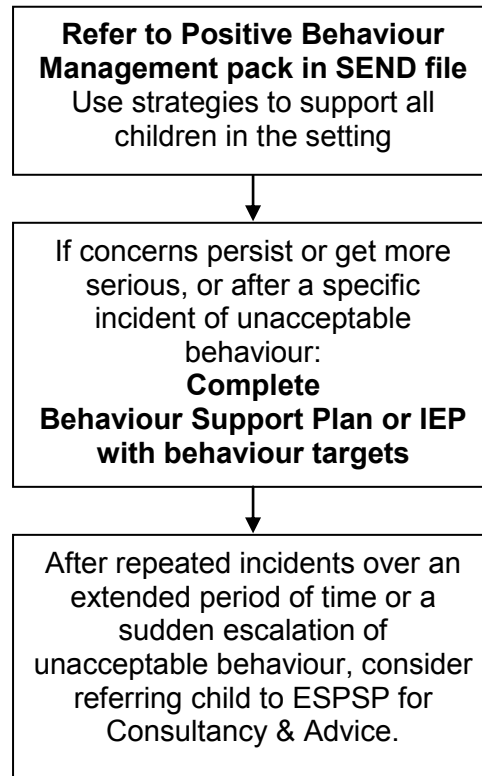
PRE-SCHOOL SETTINGS

- All Early Years settings should have a Behaviour Management Policy (BMP) in place and an identified member of staff to lead on supporting positive behaviour. This person must be able to co-ordinate the team approach and if necessary make the relevant referrals to outside agencies e.g. Early Support Pre-School Panel (ESPSP), Health Visitors, Social Care, etc.
- If a child displays extremely difficult and demanding behaviour a Behaviour Support Plan (BSP) (form 1) must be written with reference to the Behaviour Support Plan checklist (Appendix 1).
 - It must identify the behaviours to be addressed and the specific strategies and de-escalation techniques to be used.
 - It will set out the precise actions to be taken to manage a challenging situation where the safety of the child or others is compromised. This should be agreed and signed by both parents/carers and staff and can be supported by someone from of an outside agency. Medical conditions and other risks should also be identified and taken into consideration.
 - It will set out targets to develop positive behaviours.
 - Parents should be encouraged to be involved at every stage of the planning. Where there are difficulties engaging parents they should be advised in writing and provided with a copy of the Behaviour Support Plan, or Individual Education Plan (IEP) with behaviour targets.

RISK ASSESSMENT

- For children who persistently display dangerous behaviour, e.g. running or climbing, and/or children who have additional needs, a risk assessment (form 2) should be undertaken in conjunction with parents. This will include:
 - action to be taken to limit the opportunities for the behaviour to occur environmental audit.
 - clear details that set out what will happen if the behaviour occurs.
- Incidents where any form of physical intervention is used to manage challenging behaviour **MUST** be reported verbally to the parents/carers on the day. A copy of the Incident Report Form (or other appropriate documentation) must be given to the child's parents/carers within 24 hours, and another copy put in the child's file. If a behaviour support plan has not already been written and agreed, one should be done showing how the risk of the particular incident will be minimized. (See "Incident Report Form" – Form 3)
- Settings need to plan for incidents and should first use the information available in the "Positive Behaviour Management" pack in the SEND file.

WHERE THERE ARE CONCERNS ABOUT A CHILD'S BEHAVIOUR.



REMEMBER TO INVOLVE PARENTS/ CARERS AT ALL STAGES

- In all situations staff should remain calm, objective and non-judgmental.
- The decision to use positive handling must take account of the circumstances and be based upon an assessment of the risk associated with the intervention compared with the risks of **NOT** doing so.
- Information about positive handling/physical intervention should form part of your Behaviour Management Policy and be shared with parents/carers.
- There should be regular monitoring of staff performance during staff supervision meetings to identify training needs. These guidelines should be included in the induction process for all new staff.

Procedures needed when temporarily excluding child from pre-school setting

In cases where it may be necessary to consider temporary exclusion you are strongly advised to have the following in place in order to show that you have complied with the Equality Act.

- strategies from “Positive Behaviour Management”
 - outside agency support (including Early Support Pre-School Panel application for Supporting Inclusion in Pre-Schools (SIPS) worker)
 - request to relevant borough for support
 - consider deployment of staff environment
- Parents/ carers must have been involved in discussions about the child’s behaviour in the setting; these meetings to be recorded.
 - Parents/carers to have been given written information detailing the setting’s concerns and support offered, to manage behaviour (see Appendix 2).
 - Written records, Behaviour Support Plans, or IEP with behaviour targets, with evidence of support offered and outcomes.
 - A Common Assessment Framework (CAF) to be considered as appropriate.
 - A multi-agency meeting with the parents/carers.

A meeting with the parents/carers must be arranged at which the period of exclusion should be discussed and written information provided. (Appendix 3)

Following a period of temporary exclusion, during which further support options are explored, reintegration must be planned. This involves a reintegration meeting to work out an action plan to support the return of the child.

A reintegration programme should include:

- A meeting to establish an action plan and time frame for the return of the child to the setting.
- A plan that clearly identifies the actions, interventions and supporting strategies that will be used.

Behaviour Support Plan

Name:

D.O.B:

Class:

Behaviour	Strategies	Additional information

Pro-Forma for assessing and managing foreseeable risks in pre-school settings for children who present challenging behaviours.

Name of Child:	Setting:
Date of Birth:	Name of person undertaking risk assessment:
	Designation:

Identification of Risk

Describe the risks	
Is the risk potential or actual?	

Assessment of risk

In which situations does the risk usually occur?	
How likely is it that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious might the outcomes be?	

Comments on assessment

Risk Reduction Options

Measures	Possible options	Benefits	Drawbacks
What can be done to prevent risk?			
What early interventions can be put in place?			
How might you respond to adverse outcomes?			

Agreed Behaviour Management Plan & Risk Management Strategy

Focus of measures	Measures to be used	Level of risk
Preventing risks		
Early interventions to manage risks		
Responding to adverse outcomes		

Communication of Behaviour Management Plan & Risk Management Strategy

Plans & Strategies shared with:	Communication Method used:	Date actioned:

Staff Training Issues

Identified training needs	Training required to meet needs	Date training completed

Other issues

Signature of person completing this risk assessment:

Designation:	Date:
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Incident report form

Child's Name:		Date of Birth:	
		Date of incident:	
Details of incident (including reasons for using physical intervention and/or positive handling, if used):			
Who was involved?			
What happened before the incident occurred?			
What happened after the incident?- what have you identified as actions to prevent this occurring in future.			
Yes <input type="checkbox"/> No <input type="checkbox"/>			
Was parent/carer verbally informed on the day?			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Name of staff member completing form:

Signature:

Name of parent/carer:

Signature:

Date:

.....

Parent/Carer comment box

BEHAVIOUR SUPPORT PLAN CHECKLIST

Name:	
Date:	
Setting:	

Brief Overview

<ul style="list-style-type: none"> Consider the context of the plan and list any outside agencies involved.

Child's strengths

<ul style="list-style-type: none"> Consider how the child's strengths can be used to support the strategies employed.

Triggers

<ul style="list-style-type: none"> Use STAR or ABC charts to help determine particular times/circumstances which may trigger unwanted behaviours. Use neutral objective language. Include sensory issues if appropriate

Unwanted Behaviour

<ul style="list-style-type: none"> Describe unwanted behaviour using neutral objective language

Proactive Strategies

<ul style="list-style-type: none">• Consider listing distraction strategies including the adult moving away, processing time, reminder of rules and desired behaviour, choice/options and consequences, change of task, non-threatening body languages.
<ul style="list-style-type: none">• If appropriate list which behaviours will be ignored
<ul style="list-style-type: none">• Look at how trigger times will be managed e.g. small group work/story time, tidy up.
<ul style="list-style-type: none">• Look at how trigger times will be managed e.g. small group work/story time, tidy up.
<ul style="list-style-type: none">• Look at whether explicit teaching and social skills is appropriate.
<ul style="list-style-type: none">• Keeping language simple. Include an example.
<ul style="list-style-type: none">• Consider listing distraction strategies including the adult moving away, processing time, reminder of rules and desired behaviour, choice/options and consequences, change of task, non-threatening body languages.

<ul style="list-style-type: none"> • If appropriate, list which behaviours will be ignored.
<ul style="list-style-type: none"> • Look at how trigger times will be managed e.g. small group work/story time, tidy up.
<ul style="list-style-type: none"> • Look at whether explicit teaching and social skills is appropriate.

Implications for Staff/ individuals/whole staff

Include whether training is necessary.

Interventions

List what will be done if child's behaviour begins to escalate.

Date for Review:

Signature: (Manager)	Date:
Signature: (Parents)	Date:
<u>List of staff Signatures:</u>	

Procedures required to warn that a temporary exclusion from a pre-school setting may be implemented

EXAMPLE LETTER – on the pre-school/nursery’s headed paper

Date

Dear (*names of Parents/Carers*),

As you are aware, we have been working with you to support (*child’s name*) in our setting. This letter outlines the range of support we have offered, the progress (*child’s name*) has made and the behaviours we continue to find unacceptable.

We are currently offering the following support to help (*child’s name*) to manage (*her/his*) behaviour: (*Please include all relevant information*)

- “Positive Behaviour Management” Guidance in SEND file, e.g. ABC charts, strategies, etc.
- Written Behaviour Support Plan, or IEP with behaviour targets
- Use of visual timetables
- Clear notice of change of activities/routines
- Clearly designated space for own activities
- Distraction techniques
- Advice from the Area SENCO [*name of Area SENCO*]
- 1:1 support from [*name of Support Worker*]
- Advice from other agencies (list)
- Referral to Health Visitor, CAMHS, GP, etc

We consider the following behaviours to be unacceptable within the group: (*Please be explicit with all relevant information, e.g.*)

- Throwing chairs/large equipment
- Throwing/pushing tables or contents
- Hitting/pinching/kicking/biting other children or staff
- Causing injury to others through physical aggression
- Incidents of verbal/racial abuse

If (*child’s name*) continues to have incidents of the behaviours listed above, which are having an impact on your child and other children, we will have to ask you to remove (*him/her*) from the setting for a maximum period of six weeks.

We will continue to support you and (*child’s name*) for the present and will keep you updated of the situation on a regular basis.

Yours sincerely,

(*Name of setting leader*)

Procedures required before temporarily excluding a child from a pre-school setting

EXAMPLE LETTER – from setting leader or SENCO notifying parent of a fixed period exclusion of no more than 6 weeks to be written on setting’s headed paper

Date

Dear *(Parent/carer’s name)*

I am writing to inform you of my decision to exclude *(Child’s name)* for a fixed period of *(specify period)*. This means that *(Child’s name)* will not be allowed in pre-school for this period.

The exclusion begins/began on *(date)* and ends on *(date)*.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude *(Child’s name)* has not been taken lightly. *(Child’s name)* has been excluded for this fixed period because *(reason(s) for exclusion)*.

You *(and your child)* are invited to attend a reintegration interview with me *(alternatively, specify the name of another staff member)* at *(place)* on *(date)* at *(time)*. If that is not convenient, please contact me before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child’s return to pre-school can be managed and to ensure all appropriate support is in place before he/she returns.

(Child’s name)’s exclusion expires on *(date)* and we would like *(Child’s name)* to be back at pre-school on *(date)* at *(time)*.

Yours sincerely

(Name of Setting leader)